

**THE ELLIOTT SCHOOL
OF INTERNATIONAL AFFAIRS**

**IAFF 6169.10 Homeland Security
Spring 2014**

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Office Hours: Call or email to set up an appointment

Course Meets

Wednesday, 7:10 – 9:00 PM
Location: 1776 G Street NW; Room 107
January 15 – May 7, 2014

Course Description

The mission of the course is to develop a better understanding of the present and future direction of securing a nation from many threats. This often comprises controlling national borders to stop the entry of terrorists, working with regional and local authorities to respond to emergencies, developing technologies to protect citizens and using intelligence and law enforcement information to determine threats against the homeland.

The homeland security process involves complex relationships between militaries, laws, and law enforcement as well as economies at the local, intra-state, national and international levels. The course will undertake a comprehensive investigation of the structure, content and imperatives associated with: preventing terrorist attacks; reducing vulnerability to terrorism and calamities; as well as minimizing damage and recovering from attacks and calamities that do occur.

Major factors including state and non-state actors as well as forces that shape the homeland security process such as economics, politics, laws, sovereignty, suzerainty and technology will be considered. Homeland security policies and economic processes, their interrelations, and their influence on national and homeland organizations will be examined and discussed.

Learning Outcomes

Students will learn:

- How homeland security is affected by and affects policy-making, state sovereignty, human rights, conflict, and democracy
- Various national approaches – how states implement homeland security to enhance security inside and outside their borders and around the world
- The scope of products, activities and transactions that comprise homeland security – security regimes, protection systems and protocols, and cyber security systems
- How policy is developed and executed including its funding and outcomes.

Course Requirements

Always:

1. Read this syllabus carefully
2. Actively participate in class discussions
3. Complete all the readings for each class session

Never:

1. Use Wikipedia
2. Use Wikileaks

Class Participation

Students are required to attend all sessions, arrive on time, and have read assigned readings prior to each session. Silence all cell phones and exit all chat, texting, email, and Internet applications during class.

If for any reason you miss a class you must submit a 5-page, double-spaced overview of the readings for that session.

Any student who may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Please contact the Disability Support Services office at 202.994.8250 in Rome Hall, Suite 102, 801 22nd Street, NW, Washington, DC 20052, to establish eligibility and to coordinate reasonable accommodations, reference: <http://gwired.gwu.edu/dss/>.

Writing Assignments

Late papers will not be accepted without prior written approval.

Students must abide by the strict standards of the George Washington University Code of Academic Integrity: <http://www.gwu.edu/~ntegrity/code.html>. Failure to abide by the Code will be heavily penalized.

Midterm Assignment

The midterm assignment is an assessment of a specific aspect of homeland security for a particular nation or locality. Suggested topics include:

- Cyber security
- Food and health security
- Financial and banking security
- Infrastructure protection
- Immigration and border security
- Counterterrorism
- Transportation security
- Maritime and port security
- Crisis and recovery management
- Homeland security technology

Students should select the venue and the issue; for example, Australia and cyber security or the European Union and food security. Although non-US venues are not required, they are preferred.

Paper Proposal -- A 1-page final paper proposal (double-spaced, in Arial 11 font, with 1 inch margins) plus a draft bibliography is required. This proposal will help provide focus for the midterm and final paper; it must include the research question you seek to answer.

Midterm Paper – It must be 5, well edited pages (plus a bibliography) and be double-spaced, in Arial 11 font, with 1-inch margins. 5 pages equates to approximately 1500 words.

The paper will be evaluated on what you determine is important about securing the homeland, the quality of your analytical decisions and how you relate your selected topic to the overall subject matter of the course. The piece should be a critical analysis of potential issues such as the impact on privacy and civil liberties, legislation, international relations, economies and commerce and others you deem important.

Presentation -- Each student will be present a shortened version of their mid-term paper. Students will speak for 5 minutes (this equates to approximately 600 words) and will be expected to answer questions from the class on their presentation. 1 PowerPoint chart summarizing the main points of your paper is ideal, additional charts are strongly discouraged.

Final assignment

The final assignment is an expansion of the midterm paper to more thoroughly address the topic selected for the midterm assignment. It should address the factors that policymakers must consider in planning, funding, managing, and assessing the scope and conduct of homeland security. Important issues must be identified and guidance regarding how they should be best addressed must be provided.

This paper will describe the aspect and region -- discussing how the issue affects local, national, regional and international communities. The paper will also provide a critical assessment of varying positions and policies addressing how the challenges presented could be mitigated. As this course is being taught in a security policy curriculum, this research should survey and present a coherent set of policy strategies to mitigate the issue covered.

The substance of the paper should show evidence of your having read the relevant articles. This is an academic research project that will require the student to find sources outside those used in class to present their case. This paper will have a minimum of 10 references of which 50% must be scholarly articles or books. It should be 20 well-edited pages in length (plus bibliography). It must be double-spaced, in Arial 11 font, with 1 inch margins.

Reading List

There is no single recommended text for this course, homeland security issues move rapidly and cover a wide array of concerns. Students must read widely and well from a variety of sources. The readings assigned to each session are indicated in the following pages. They provide essential background for the course sessions. It will not be sufficient for students to only read the items placed on Blackboard.

General Reading

You must be well informed of recent events and current policies: read good quality newspapers each day, for example:

- The Australian (<http://www.theaustralian.com.au/>),
- The Financial Times (<http://www.ft.com/>),
- The Guardian (<http://www.guardian.co.uk/>) and
- The Washington Post (<http://www.washingtonpost.com/>).

It is good to read non-American newspapers, reports from think tanks and non-governmental organizations (NGOs) as they will give you new information and different perspectives.

Team Assignments - Weekly Article of interest

Each member of the class will be assigned to 1 of 4 teams. Weekly, each team will collaborate to identify and share an article of interest during class, in accordance with the team assignment plan below. Some good sources include the following:

- British American Security Information Council (BASIC), <http://www.basicint.org>
- English Newspapers in Europe (provides links to newspapers from Albania to Wales!), <http://www.d.lane.btinternet.co.uk/news-europe.htm>
- North Atlantic Treaty Organisation, <http://www.nato.int/>
- Federation of American Scientists, <http://www.fas.org>

- The European Commission, http://ec.europa.eu/index_en.htm
- The Homeland Security Digital Library, <https://www.hsdl.org/>
- Homeland Security Studies and Analysis Institute <http://www.homelandsecurity.org>
- Centre for the Study of Terrorism and Political Violence at the University of St. Andrews <http://www.st-andrews.ac.uk/~wwwir/research/cstp/>
- US Department of Defense, <http://www.defenselink.mil/>
- US Department of Homeland Security <http://www.dhs.gov/dhspublic>
- US Department of Justice <http://www.usdoj.gov/>
- US Department of State <http://www.state.gov/>
- US National Counterterrorism Tracking Center <http://www.nctc.gov/>

If you have language skills, use them and read sources that might not otherwise be available to the group on these issues.

Course grading

Class Participation: 33%

Grading guidance: class participation is not just attendance; it is about what you contribute. That is, not how much you speak, but about the quality of your contributions and how they help develop a robust discussion. Asking a good question is of equal value to bringing new information to our collective attention.

Midterm assignment and presentation 33%

Grading guidance: a 5-page paper can be surprisingly challenging.

Final assignment: 34%

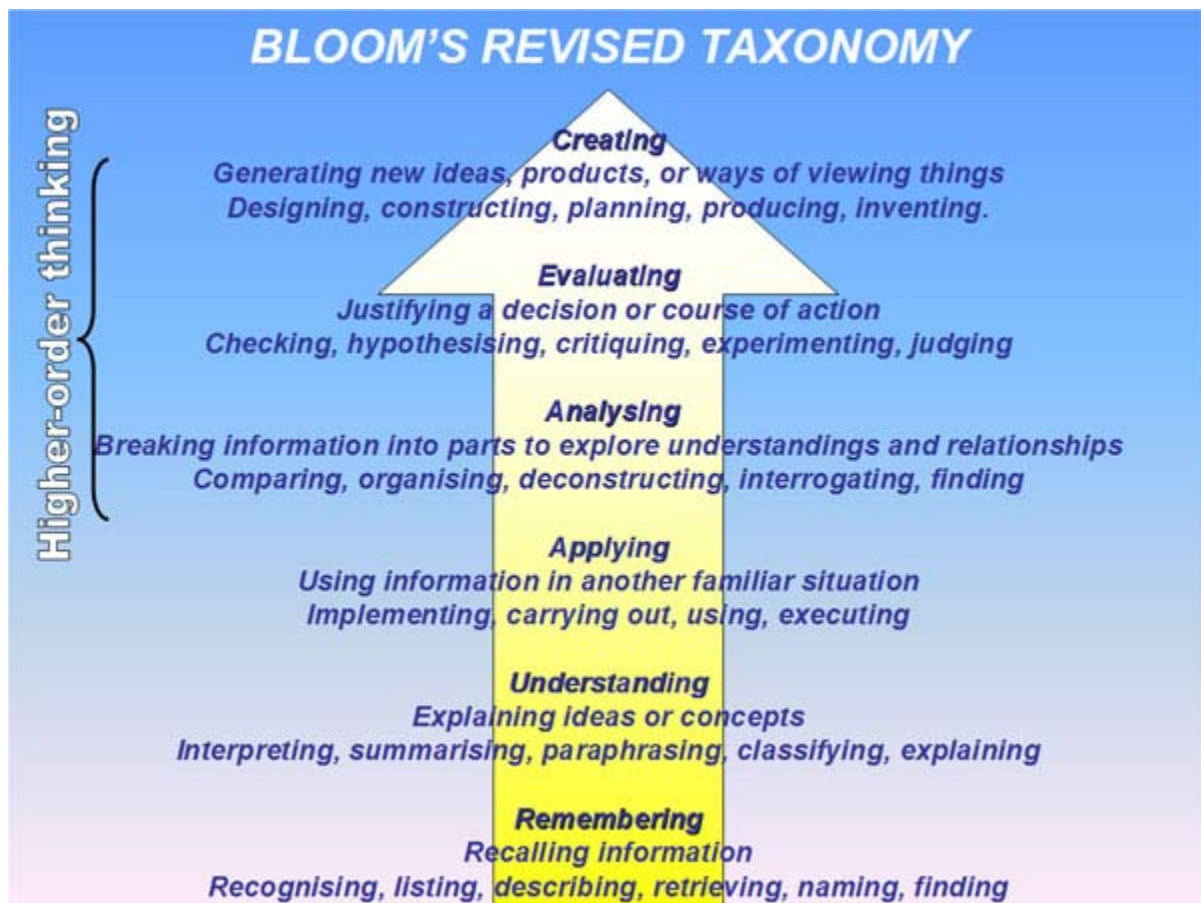
Grading guidance: I am a thorough grader; your essays must be the product of significant effort and be thoroughly researched, properly thought through and well written. You must comply with the style guide in this syllabus.

Class Schedule

Class Session	Day	Date	Class Topics	Readings	Team Assignments	Presentations and Papers
1	Wed	Jan 15	Getting Started - Overview of Homeland Security	✓		
2	Wed	Jan 22	United States Approach to Homeland Security	✓	✓	
3	Wed	Jan 29	Non-US Approaches to Homeland Security	✓	✓	
4	Wed	Feb 5	Non-US Approaches to Homeland Security	✓	✓	
5	Wed	Feb 12	Military and Law Enforcement Paper proposal due, hardcopy	✓	✓	✓
6	Wed	Feb 19	Cyber-Security	✓	✓	
7	Wed	Feb 26	Radiological Terrorism	✓		
8	Wed	Mar 5	Terrorism Midterm assignment due, hardcopy	✓	✓	✓
Spring Break						
9	Wed	Mar 19	Student Presentations			✓
10	Wed	Mar 26	Student Presentations			✓
11	Wed	Apr 2	Food Security and Public Health	✓	✓	
12	Wed	Apr 9	Law, Justice, Privacy Concerns	✓	✓	
13	Wed	Apr 16	Counter-Terrorism	✓	✓	
14	Wed	Apr 23	Homeland Security Policy	✓	✓	
15	Wed	May 7	Final paper due, email mdgaspar@gwu.edu by 8PM			✓

Checklist for Exploring and Benefiting from the Weekly Readings

- ☐ What is a useful summary of the reading?
- ☐ What surprised you?
- ☐ What are the big concepts in the reading, what is obvious?
 - How do they apply to understanding and dealing with homeland security issues?
 - How important are the obvious issues and concepts?
- ☐ What issues and concepts are not so obvious?
 - Should they be considered homeland security issues?
 - How important are they for policymakers and enforcers -- what actions should be taken?
- ☐ What issues, concepts, ideas or facts are missing from the reading -- what is not there?
- ☐ What do you believe to be misstated, incorrectly emphasized or de-emphasized, or just plain wrong? If so, why do you believe the author did this?
- ☐ From the reading, what concepts should be added to your toolkit?
 - How do they relate to current issues?
 - What future issues can be predicted based on these concepts?



Weekly Reading Assignments

Class	Topic		Document References	Page Range	Page Count
1	Overview	Total pages: 31	Course Syllabus	1-13	13
			Team Assignments	na	na
			1.1 GAO-01-11587 Homeland Security: A Framework for Addressing the Nation's Efforts	1-11	11
			1.2 Cato Handbook for Policymakers	489-496	7
2	US Domestic HLS	Total pages: 108	2.1 Public Law 107-296, HLS Act of 2002 (s=section)	s1; s201-s225	21
			2.2 What is Homeland Security?	1-22	22
			2.3 DHS Budget in Brief	93-105	13
			2.4 Congressional oversight of DHS	1	1
			2.5 JIATF-South: Blueprint for Success	26-27	2
			2.6 National Capitol Region – Key Response Planning Factors for the Aftermath of Nuclear Terror	1-49	49
3	International HLS	Total pages: 149	3.1 Australia	1-5	5
			3.2 Brazil	1-24	24
			3.3 EU	1-74	74
			3.4 Spain	1-36	36
			3.5 Latin America	1-10	10
			Comparison of International Priorities -- Class Project	na	na

Class	Topic		Document References	Page Range	Page Count
4	International HLS	Total pages: 136	4.1 Norway	1395-1413	16
			4.2 Singapore	376-395	18
			4.3 Israel	1-71	71
			4.4 Sri Lanka	2010; 2012	6
			4.5 United Nations	1-25	25
			Comparison of International Priorities -- Class Project	na	na
5	Military & Law Enforcement	Total pages: 86	5.1 Coast Guard Pub 1	61-89	27
			5.2 Enemy of Humanity: The Anti-Piracy Discourse in Present-Day Anti-Terrorism	401-411	11
			5.3 Joint Publication 3-27: Homeland Defense	I1-I13	13
			5.4 A Strategic View of Homeland Security: Relooking the Posse Comitatus Act and DOD's Role in Homeland Security	34-44	10
			5.5 Social Networking For The Police Enterprise	1-25	25
6	Cyber security	Total pages: 138	6.1 Learning More About the Underground Economy: A Case-Study of Keyloggers and Dropzones	1-18	18
			6.2 GPS Disruptions - Efforts to Assess Risks Should Be Enhanced	5-37	33
			6.3 National Cyber Security Research and Development Challenges, An Industry, Academic and Government Perspective Related to Economics, Physical Infrastructure and Human Behavior	2-30	29
			6.4 Emerging Cyber Threats Report 2013	1-13	13
			6.5 Regional Cyber Security - Moving Towards a Resilient ASEAN Cyber Security Regime	1-45	45

Class	Topic		Document References	Page Range	Page Count
7	Radiological Terrorism	Total pages: 12	7.1 Countering Radiological Terrorism: Consequences of the Radiation Exposure Incident in Goiania (Brazil)	53-64	12
			7.2 Dirty War – Movie Chapter 1 Prepared for Disaster Chapter 2 Hazardous Materials Chapter 3 Anatomy of Terror Chapter 4 Suicide Bomber Chapter 5 Hero in Conflict Chapter 6 The Dirty Bomb Chapter 7 Attack on London Chapter 8 The Plan in Action Chapter 9 The Second Van Chapter 10 Conclusion/Credits	na	na
8	Terrorism	Total pages: 77	8.1 National Counterterrorism Center, '2011 Report on Terrorism,'	v-17	13
			8.2 Underlying Reasons For Success And Failure Of Terrorist Attacks: Selected Case Studies, Final Report,'	1-3; 85-94	13
			8.3 The Nation That Cried Lone Wolf: A Data-Driven Analysis Of Individual Terrorists In The United States Since 9/11	7-19; 61-73	25
			8.4 Demographics Dictate Where Tomorrow's Terrorists Will Predominate	1-3	3
			8.5 Immigration and Terrorism: Moving Beyond the 9/11 Staff Report on Terrorist Travel	7-29	23
9			Student Presentations		
10			Student Presentations		
11	Food Security and Public Health	Total pages: 151	11.1 The Question of Bioterrorism Preparedness	1-10	10
			11.2 FBIIC/FSSCC Pandemic Flu Exercise of 2007	6-53	48
			11.3 Addressing Foodborne Threats To Health - The Food Supply and Biodefense: The Next Frontier of the Food Safety Agenda	1-50	50
			11.4 Biosecurity Science for Policymakers	1-30	30

			11.5 All Needs Approach to Emergency Response	1-13	13
12	Law, Justice, Privacy Concerns	Total pages: 108	12.1 Doublespeak and the War on Terrorism	2-11	10
			12.2 SAFETY Act	1-21	21
			12.3 The Second Workshops on the Social Implications of National Security, The Social Implications of Information Security Measures on Citizens and Business	9-21; 27-43; 47-60; 97-110;	58
			12.4 The Politics of Vulnerability: Constructing Local Performance Regimes for Homeland Security	95-111	17
			12.5 Uniting And Strengthening America By Providing Appropriate Tools Required To Intercept And Obstruct Terrorism (USA PATRIOT Act) Act, 2001	Sec. 215	2
13	Counter-Terrorism	Total pages: 111	13.1 Rewriting the Narrative, An Integrated Strategy for Counterradicalization	1-20	20
			13.2 Social Media in Jihad and Counterterrorism	5-63	59
			13.3 Public Role and Engagement in Counterterrorism Efforts: Implications of Israeli Practices for the U.S	1-14	14
			13.4 The External Dimension of EU Counter-Terrorism Relations: Competences, Interests, and Institutions	41-58	18
14	Homeland Security Policy	Total pages: 116	14.1 Infrastructure Resiliency	1-16	16
			14.2 After Sandy: Advancing Strategies For Long-Term Resilience And Adaptability	3-15	13
			14.3 Cybersecurity: A Better Defined and Implemented National Strategy Is Needed to Address Persistent Challenges	2-24	23
			14.4 Confronting an Uncertain Threat: the Future of Al Qaeda and Associated Movements	1-63	64

Final Paper Due, May 7, email to mdgaspar@gwu.edu by 8:00 PM

Team Assignments: Addressing the Weekly Update

Each Team – 1 article to be presented to the class

5 Items to be addressed:

1. Article summary: source, venue, topic, overview
2. What is the issue?
3. Why does it constitute a homeland security issue?
4. What is the current response, if any?
5. What should the response be; now and in the future?

Class	Topics			
	Team 1	Team 2	Team 3	Team 4
1				
2	Terrorism in Asia	Terrorism in Africa	Terrorism in South America	Terrorism in Europe
3	Disease	Illicit Drugs	Water Resources	Small Arms and Light Weapons
4	Security technology	Natural Disasters	Man-Made Disasters	Port Security
5	Customs and Border Protection	Transportation Security Administration	Federal Emergency Management Agency	Secret Service
6	Money Counterfeiting	Intellectual Property Piracy	Espionage	Hackivism
7				
8	National Guard	HLS - City	Homeland defense	HLS - State
9				
10				
11	Education	Infrastructure protection	Fishing	Farming
12	Telecommunications	Computer viruses	Credit Card Fraud	Cyber Security
13	Crime – Ethnic Conflict	Crime - Gangs	Crime – White Collar	Crime – Lone Wolf
14	Policy	Policy	Policy	Policy

Style Manual

A good research question is fundamental; it forces you to be analytical.

The worst case: An essay where you do not have a question, where you write an essay on everything you have learned about the topic. Thus it may have a general title like “The Kosovo Crisis”. This makes it likely that the essay will be an unstructured, discursive wander around the issues. You may show some research skills in answering in this fashion, but you will not necessarily show any structuring or analytical skills – which are valued in academic writing.

A better case: Where you have a question, but it allows you to just give a narrative answer. For example, “What role did the U.S. play in the Kosovo crisis?” This at least suggests a structure for the essay and could be used to establish some categories (for example, political role, military role, peacemaking role, reconstruction role). In an answer to this you would certainly display some research skills, but not the analytical skills that bring you closer to a grade of A.

The best case: Where the question is a real one, is more focused, and forces you to make judgments about causality, importance, and policy implications. For example, “Why did the U.S. become involved in the Kosovo crisis?” What is important about this type of a question is that there are a number of contending answers, so you really have to think about what you include, how you approach it, what you argue and how persuasive that argument is. This type of question also encourages a more sophisticated structure than merely a narrative. Thus, in answering this, you would have to decide what the key factor was (the independent variable, the necessary and sufficient condition) as opposed to what were the dependent variables (necessary but not sufficient). You would then use your research and argument to justify your conclusions about what really mattered.

Grading depends in large part on the following features:

- Your understanding of the materials and the breadth and depth of your research
- Your ability to comprehend and use official documents
- The ability to judge what is important and what is not
- Your ability to situate your knowledge in the wider discipline and draw insights across areas
- Your ability to make judgments about what causes what – what are dependent variables and what is the independent variable
- Your ability to present work in a suitable academic format, for example, to write an essay with a strong introduction and conclusion, to effectively footnote to providing an accurate paper trail and an alphabetized bibliography.

Use a mix of sources for your essay; books, articles, original documents (where available) and online sources. You should always approach sources as a critical reader. Make your own judgment about the credibility of what they say and critically evaluate the sources they use and whether the empirical evidence justifies the conclusions that they reach.

Never use Wikipedia as a source. Internet sources can be suspect (anyone can put materials up on the web), approach these cautiously.

Sources should be cited. It is expected that graduate papers will use some documentary and primary sources. The proper style for footnotes or endnotes and bibliography is indicated in The Chicago Manual of Style and Kate L. Turabian, Manual for Writers of Term Papers, Theses, and Dissertations. The Gelman Library Refworks is very helpful in this regard:

<http://www.gwu.edu/gelman/service/refworks/>.

Course Rules for Writing Essays

1. Ask and answer a question – be analytical in setting up and ordering the information in order to answer the question
2. Use the third person
3. Explain terms and acronyms on 1st use
4. Do not begin sentences with and, but, so, or because
5. Essays must have appropriate citations (footnotes)
6. Provide an alphabetized bibliography
7. Strike a balance between academic and more policy-oriented sources, you must draw on academic sources from books and journals.
8. Internet sites should be cited with the name of the site, the name of the article or document, the author, the full web address and the date that you accessed the information
9. Provide an introduction that includes a road map for the essay; tell the reader up front what the essay is about, how it is organized and what your answer is
10. Never hand in a 1st draft; produce at least 2 drafts before the final version

Background - 20 Basic Rules

Selecting a Topic, Making an Argument and Organizing Your Work	Writing
Pick an important topic	Identify and write to your audience
Pick a manageable topic	Get to the point
Say something new and important	Stick to the point
Concentrate on making a single set of arguments	Stay out of the weeds
Do not over-state or under-state your claims	Be precise
Acknowledge other viewpoints with respect	Be concise
Anticipate and pre-empt counter-arguments	Avoid jargon
Outline everything before writing anything	Always write 2 nd and 3 rd drafts
Start with a an introduction, end with a conclusion	Never plagiarize
Use headings and sub-headings to provide structure and to convey your main points.	Proofread every single word

Derived from Stephen Van Evera, Guide to Methods for Students of Political Science (Ithaca: Cornell University Press, 1997), pp. 123-128 and Wayne C. Booth, Gregory G. Colomb and Joseph M. Williams, The Craft of Research (Chicago: University of Chicago Press, 1995).